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Public Service
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Internal Research Project Report No. 16
Chapter V(c)

Attitudes and Influence of University
Personnel on Civil Service Campus
Recruitment

Stanford-Moscovitch-Steiner

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Chapter Vc)

**Attitudes and Influence of University Personnel on
Civil Service Campus Recruitment**

Stanford - Moscovitch - Steiner

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A. Introduction

The object of this section is to describe the recruitment process at one major point of contact - the university campus. A survey was undertaken to gain some insight into campus views on federal public service recruiting techniques, informal (unofficial) recruiting patterns, and the impact of bilingualism in the federal service on students' career attitudes.

The method chosen to obtain some of this data was 'indirect' in the sense that for some of the information sought, persons were asked to describe the views and attitudes of others. Specifically, the technique employed was the interviewing of university officers and faculty, canvassing their personal opinions on certain subjects, but also eliciting their perceptions of student attitudes, on other subjects.

Thus the first part of this section deals with the attitudes of students toward federal service careers, as reported by their teachers and placement officers; similarly the discussion of student views on bilingualism in the federal public service, is based on the observations of

these university personnel. The respondents were asked for their own views on this latter subject, as well as on the subject of government recruiting techniques, and finally, about their personal roles in determining student career choices and in influencing the recruiting process.

In all, 76 persons were interviewed on ten campuses. The respondents fell into three categories: arts professors, science professors, and placement/administrative officers. The arts professors were drawn mainly from social science disciplines. The 'science' category included members of faculties of engineering and public hygiene, as well as those from biological and physical science disciplines. The third category of persons consisted of those employed either by the universities themselves, or by the federal government on the campus (specifically, by the National Employment Service), whose responsibility it is to direct and administer the student placement service of that particular university; it further included several deans whose functions were predominantly administrative. The numbers of respondents interviewed in each category, from each language group is summarized in the table below.

	English	French	Total
Arts	21	13	34
Science	18	8	26
Placement	8	8	16
TOTAL	47	29	76

The universities visited were Carleton, Laval, McGill, McMaster, Montreal, Ottawa, Queen's, Sherbrooke, Toronto and Western Ontario. Thus all French-language campuses were covered; some conversations were held with staff of the University of Moncton (bilingual campus) but these proved relatively fruitless for purposes of the type of data which we were seeking. Plans for interviews at Laurentian University (a bilingual campus) had to be cancelled for administrative reasons; this, it is felt, does not greatly affect our findings since Laurentian, being a recently-established university, has very limited experience in the area of student placement for post-graduation employment.

On the English-speaking side, however, it is immediately apparent that the campuses visited are in no respect geographically representative of the English-

speaking Canadian universities as a whole. The restriction of this side of the study to campuses in Ontario (and one in Quebec) arose primarily out of administrative considerations.

Whether the geographic unrepresentativeness of the English sample in any way affects the representative quality of the attitudes reported is, of course, impossible to assess. As will be seen, considerable diversity does exist among the views of the English respondents themselves; but there is no way of knowing whether this diversity, in its variety and emphasis, is an accurate reflection of English-Canadian academic opinion.

In addition to the 76 formal interviews, a number of informal discussions were held on each campus with staff members whose acquaintance with the wide-ranging subject matter of the interview schedule was more limited. Thus, in more confined areas, we were able to elicit the views of still more persons, including some from the University of Moncton. These views tended to bear out and reinforce those of the respondents who were formally interviewed.

Beyond the problem posed (to our data) by the number

and location of English-Canadian respondents, several other limitations must be heeded. As will be seen, one of the methods employed in presenting our findings is the quantitative presentation of opinions on various questions; thus if opinion among ten respondents is divided between six and four, the division will be stated as 60% and 40% respectively. Such a presentation has proved functional insofar as the populations examined generally differ in size, and quotations of absolute numbers can become confusing.

The method of respondent designation was necessarily selective: from lists of faculty contacts supplied to us by the Civil Service Commission, we chose names on the basis of attempting to achieve a representation of as many disciplines and faculties per campus, as possible. Additionally, names of faculty members, familiar with the programme of government recruitment of university students, were elicited from academics serving on the staff of the Royal Commission. Two constraints constantly operating on our attempt to select the most representative groups of respondents were: a) the fact that many faculty members were not familiar with our subject of inquiry; and b) the fact that many faculty members have little contact with students on the subject of the latter's post-graduation plans.

Thus what is reported in the following section should be viewed as an impressionistic, though accurate, description of the perceptions and experiences of university personnel throughout French Canada and a certain sector of English Canada. Comparison of these findings with those of other chapters in the recruitment study (in which the populations involved are objectively more representative) generally tends to confirm the validity of the data herein reported.

Appended is the interview schedule (English and French language versions) which was employed as the data-gathering instrument.

B. Student Attitudes to Federal Public Service Careers as Perceived by University Staff

I. Relative attractiveness of federal public service careers

The French language respondents were almost unanimously of the opinion that the majority of the students they encounter are either indifferent to or decidedly against careers in the federal government. Among the arts group, a large percentage of whom represent the disciplines of economics and political science, it was felt that some students were drawn to the government, notably to the "traditional" department - External Affairs. On the whole, the students are said to be motivated by ideological considerations, nationalism, a distaste for large-scale bureaucracy, as well as a disinclination to leave Quebec primarily in view of the 'language problem'.

Conversely, most English-Canadian students apparently (both arts and science) do not have a marked predisposition against federal public service careers. On the whole, arts students seem to be more likely to have a definite interest in such jobs. As well, a greater tendency exists among those who are predisposed to government service,

(both arts and science) to have some definite position in view, in contrast to those who, having a pre-disposition against, are generally undecided about alternatives.

Among the French, the majority of placement officers and administrative personnel (75%) and arts professors (62%) do not believe that students have some definite job alternative in mind, although the provincial government figures high on the list of possible choices. Fifty percent (50%) of the science respondents think their students have considered some definite position. Some respondents describe the situation in the following terms: "le vent nationaliste qui souffle chez les étudiants" and "... Les étudiants on l'impression que c'est un milieu hostile (Ottawa) et ils ne veulent pas être forcés à gagner leur vie en anglais."

II. Factors influencing career choice

Both science and arts professors do not ascribe this reluctance to consider government positions to any fear of failure to qualify on the part of students (100% science, 65% arts report that students think government positions can be obtained with no more difficulty than

equivalent positions elsewhere). This opinion is generally unqualified. The placement officers however, are of a contrary opinion. Seventy-five percent (75%) claim that students consider federal public service jobs more difficult to obtain than other jobs and this is attributed to the difficulty of the written examination which plays a large part in the recruitment of non-scientific staff.

English-Canadian students are reported to share, on the whole, the confidence reported by the French arts-men and scientists. In general, positions in the federal government are viewed as equally difficult to obtain as equivalent jobs elsewhere. One point of difference is that while a small percentage of arts professors (roughly 1/5) reported their students considering government jobs harder to get, there is no reported incidence of this attitude among the science students.

III. The merit principle

One aspect of employment most generally associated with the public service is that of advancement based on the merit principle. It is interesting to note the differences of opinion between English and French, on whether advancement in the government, based on merit, is greater

or less, than elsewhere. The two "placement and administrative" groups report generally pessimistic attitudes on this issue among students (75% English, 88% French are said to feel such advancement is less in government).

Among the scientists, 44% English and 75% French consider it less, 33% English and 25% French believe it equal: there reportedly exists a greater diversity of opinion among the English arts students, 31% expect to rise faster in government, 31% believe more slowly and 20% (the residue not responding), find it equivalent. French arts professors, on the other hand, share the view of their science compatriots; 70% of this group report that students believe merit operates less in government, while only 15% say they find it equivalent.

The factors operating to form this opinion differ between the two main groups. The English appear to regard the barriers to advancement as being exclusively products of bureaucracy - the seniority system, red tape, bureaucratic "lethargy". For the French, the causes are more immediate - language and the Anglo-Saxon establishment. It is felt that "... pour avancer à Ottawa un Canadien français doit être 'doublement' compétent". "... à compétence égale on choisit toujours un des 'nôtres'".

i.e. a fellow English-Canadian; and as one science professor summarised " ... moi, aux Etats-Unis, je suis un blanc mais à Ottawa je suis un Canadien français." First among reasons is always listed" ... à cause de la langue".

IV. Several aspects of an attractive career: remuneration, daily working conditions, location, job satisfaction, and training

In a question probing attitudes on five aspects of an attractive career (remuneration, daily working conditions, location, job satisfaction and training) some interesting similarities and differences between the English language groups were reported. While both placement officers and arts professors believe that most students consider salaries either equivalent or inferior to those obtainable elsewhere, a substantial majority of science students are reported as viewing government salaries as inferior. On the other hand, whereas arts professors and placement officers feel that students see work conditions in the government as generally the same as in other jobs, a large proportion of science professors state that government positions are regarded as superior in this respect.

Conversely, science students do not appear to have any strong feelings (either for or against) about location

(i.e. Ottawa) while a great majority of arts students seem to find this a repellent factor. Placement officers report a similar negative response. Apparently arts students consider their chances of gaining job satisfaction within government service to be greater than elsewhere. This attitude is not shared by scientists, who rate government as generally equivalent. Opinion is fairly divided about the factor of 'training', although placement officers and arts professors say students view training in government in a slightly more favourable light than science students.

In their appraisal of these five factors, the French groups did not exhibit any markedly similar attitudes except on the question of location. All the science and placement respondents claim that Ottawa is viewed as a very negative element in federal public service careers. In fact, any location outside of Quebec is undesirable. " ... Ottawa ne respecte pas le fait français, est sans activités culturelles et sociales et sans école française." For the majority of arts students, a similar reaction is reported.

All French groups reportedly find, in general, that

pay and work conditions are as attractive as those available elsewhere. Scientists, however, as a group, qualify this appraisal of work conditions - for fringe benefits and equipment, government is superior; for "milieu" it is worse because of work language. Most science and arts professors think students anticipate better training in government positions than in others, and generally equivalent "personal satisfaction" from the work. One arts respondent though, believed students find less satisfaction in government "... il se sent souvent coupable d'avoir abandonné Québec qui est en train de se construire."

V. Temporary or permanent career intentions

In examining whether students who do consider federal service careers, envisage them as life-time ones, we discovered no overall similarity of opinion. Of the placement officers and administrative personnel interviewed (English and French), three-quarters (3/4) believe that such students generally do think of federal public service careers as 'life-time'. The scientists of both language groups are in substantial agreement (63% French, 76% English) in stating that most science students do not

consider work in the federal service as permanent, but as an experience-gaining, stepping-stone period, since "la plupart veulent surtout y faire des stages d'expérience". They were said to consider employment in industry in the same light. "C'est la même chose dans l'industrie: les jeunes scientifiques ne sont pas pressés de se fixer." The English and French arts professors are equally divided on this issue. The division is, surprisingly, a fifty-fifty one, half of each group believing students do seek permanent careers and half believing they do not.

It is to be noted that scientists on the whole have an attitude to employment that can be characterized as much more "self-confident" than that of the arts student, whether in general or specialized studies. There is a feeling among scientists that the employment field is "a seller's market", and therefore the notion of job mobility is a more prevalent one among them. Though this notion was most strongly expressed by the English scientists, it pertains to the French scientists as well.

VI. Relative pull of career alternatives: the provincial public service

One major factor that forms a part in all the complex

variables of career choice is that of the relative degree of attractiveness of each possible position. Thus in our study, we formulated our questions concerning student attitudes about federal public service careers always taking into consideration the relative pull of other potential employers, or "competitors" - private industry, the university, and the provincial public service (in this instance either that of Quebec or Ontario).

In view of the changes taking place in Quebec we were particularly interested to discover whether graduates of Quebec universities were strongly attracted to the provincial public service. According to the majority of placement officers (75%), the Quebec service exerts a great pull for graduates.

"... le Québec attire au moins deux fois plus d'étudiants que le Fédéral et ce même si souvent le salaire est inférieur."

The science professors also indicate that the provincial service has made definite inroads in recruiting science graduates, although several claim that the graduates of their particular specialisations are not attracted because the service is not adequately equipped. On the whole though, the provincial is preferred by students in

95% of these cases.

A substantial majority of arts professors also confirm this trend, although 38% of the respondents, most of whom represent the Ottawa campus, do not consider that their students are being attracted in great numbers to the provincial public service. Of the others, it is believed that Quebec is not attractive because it is not yet adequately organized to absorb people in highly specialised disciplines. The prime advantages of Quebec are the language of work and the milieu, which are French. Another strong factor, as put by one science professor, is that "... Québec a besoin de soi."

An added dimension to this question of the pull of the provincial government is the fact that the majority of science professors and placement officers state that they would not suggest to students that they consider federal civil service careers. The scientists give a number of reasons but the major ones are the fact that good scientists are restricted by the slowness of promotions and also,

"... les besoins locaux au Québec sont beaucoup plus grands et ... c'est très facile de placer ses étudiants."

The arts professors, on the other hand, are somewhat more likely to suggest the federal government as a career alternative when students seek advice. One professor suggested that,

"... pour changer l'aspect de la fonction publique fédérale il faut que des Canadiens français y aillent. De plus en plus c'est un atout d'être Canadien français à Ottawa alors que ce ne l'est pas au Québec ou dans l'industrie."

Others however state that,

"Les besoins du Québec sont si grands qu'on a plutôt tendance à les diriger là."

VII. The Universities of Ottawa and Carleton: a comparison of attitudes and expectations

In the context of student career choices it is interesting to compare the attitudes of the students of the Universities of Ottawa and Carleton. Both these institutions share a common location: Ottawa. This gives to them both a distinct vantage point in respect of the federal government. Scientific libraries and laboratories are immediately accessible to students and staff; eminent civil servants are available for lectures in their specialisations. Students and staff therefore, can

(theoretically) participate in a more intimate relationship with the federal public service.

There are a number of differences between these two institutions, differences which may affect their individual relations with the federal service. The most important difference is one deriving from the unique nature of the University of Ottawa which is a bilingual institution, with the French-speaking students numbering over half the total enrollment. A substantial number of foreign students are enrolled in both universities.

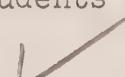
Attraction to Public Service Careers

A comparison of reported attitudes indicates that many opinions vis-à-vis federal public service employment are common to the students of both universities. While an equal number of students within each of the two science faculties are reported as being not predisposed either toward or against government service, the Ottawa arts professors claim they meet substantial numbers of both types. The Carleton arts professors do not encounter many with a definite predisposition against government. At the University of Ottawa, the placement officer also reports no strong feeling, pro or con, on this issue but

further adds on the question of predisposition towards federal public service careers, "... il c'est le petit nombre et la proportion de Canadiens français est sensiblement la même que celle des Canadiens anglais".

The majority (75%) of the Carleton staff interviewed feel that students consider government positions to be less challenging than those elsewhere. Fifty-seven per cent (57%) of the Ottawa staff share this opinion; the others believe it is seen as equally challenging. The majority of the respondents at the two universities report that students consider jobs in the federal public service are viewed as either equally attractive or less attractive than equivalent positions elsewhere in respect of the factors of pay, working conditions, location, personal satisfaction, and training. Among those reporting the view that these conditions are less satisfactorily met in government, the Ottawa respondents in the science and placement groups are most prevalent.

The staff at both universities are substantially in agreement in estimating whether students who seek employment in the federal service do so with permanent careers in mind: while artsmen do plan 'life-time' careers, most scientists do not.

In general then, students at both universities appear to share basic common attitudes about careers and particularly federal government careers. On the whole, French language students at the University of Ottawa are less inclined to be against seeking government positions in the city of Ottawa than French Canadians from the Province of Quebec. The students at Carleton are generally less disposed to the Civil Service than English Canadians from other universities. When the factor of their location in Ottawa is considered, this marked difference of attitude from most other English-Canadian students is surprising. The placement officer at Carleton considers that many students (a large percentage of the Carleton student body is drawn from the city of Ottawa) come from "Civil Service families" and have been discouraged from seeking federal service careers. On the other hand, a professor at the University of Ottawa has suggested that French-Canadian students there become more accustomed to the milieu of an English-language city and can 'adjust' more easily. Nonetheless, considerable nationalist sentiment is reported at Ottawa University and most students do not wish to "... gagner leur vie en anglais". 

C. University Staff Attitudes about Civil Service Recruitment Techniques and Prospects

I. Publicity

At the English language universities placement officers spoke more authoritatively in evaluating the technical aspects of government recruiting processes than the professors. They were substantially all in agreement in estimating that government publicity is adequate to inform students of the existence of job openings and of the nature of the jobs. On the other hand, more than 60% believe that government publicity is not as technically appealing to students (i.e. as likely to stimulate further enquiry) as is the publicity of other potential employers. The professors of science gave approximately the same evaluation of government publicity in these three aspects, although they are more critical of its ability to inform students of the nature of government positions. The arts group is marked by such a high incidence of non-response that it is difficult to report their perceptions, although they follow, in the main, the pattern of the science professors.

Arts professors are much more critical, as a group,

of the timing of the government recruiting process, with the majority of the respondents finding it far too lengthy. However, the rate of non-response is again very high (approximately 50%). Placement personnel and science professors are markedly less critical, both groups being evenly divided in their response between "adequately scheduled" and "too lengthy".

We find a similar level of awareness among the French-language respondents: i.e. the placement officers are better informed regarding publicity than faculty. On the whole, they concur with the English placement officers. Publicity is considered adequate to inform students of the existence of job openings, although the French are more critical of its ability to clearly define the nature of the positions available. It is felt by some that these latter descriptions are vague and indefinite, one complaint was voiced that is unique to the French group ..." "... on sent souvent la traduction de l'anglais et doit souvent se référer à l'anglais pour bien comprendre." On the other hand, 75% of the French placement officers judge government publicity to be as technically appealing to students as that presented by other potential employers.

The professors (arts and science) were generally

of the same opinion as the placement officers, although, like the English staff, they are not well acquainted with this aspect of recruitment. We find a similar pattern of response between the arts and science professors of both groups, i.e. the science professors have stronger opinions. Among the French scientists, 100% find government publicity less appealing than that of other employers.

II. Timing:

In the evaluation of the timing of the government recruitment process, we find a marked difference between the two language groups. Seventy-five percent of the French placement officers are very critical, finding it takes too long between the initial examination and job offers. The professors however, have no such complaints and we find, in the French arts group, not only a 99% response but also a 99% endorsement of government techniques (in contrast to the English arts professors).

III. Consultation

One interesting aspect of the question of recruitment is the degree to which the Civil Service Commission consults campus personnel especially non-academic staff,

on the formulation of recruitment programmes. The sentiments of the two language groups are notably different on this topic. While the English language placement officers are generally satisfied with the relations between their offices and the Civil Service Commission (although few claim to play any direct role in policy formulation), the French are not. This attitude is even more notable when we consider that all French language placement officers are themselves government employees (of the National Employment Service). Most French placement officers claim that they consider themselves to be part of the university and resent the fact that Civil Service Commission recruiters behave as if they were "... maîtres de la place lors de leurs visites." One officer claims "... La collaboration existe mais elle n'est pas agréable: les gens de la C.S.C. sont plus exigeants que les autres employeurs; ils se sentent chez eux partout..." As well, a number of the respondents complain that the Commission bypasses them in certain aspects of recruitment.

IV. Recruitment process: application, examination, interview

It would appear that few placement officers or professors (of either language group) follow the progress

of their students through the recruitment process. In view of this, few had concrete opinions on the three aspects of this process (application, examination, interview). However, the French-language placement and arts respondents did report one recurring complaint among those students with whom they speak - the nature of the written examination (scientists do not write an examination). This examination is regarded as an unjust means of testing; the questions are considered too general for students who begin early to specialise in their studies. They feel that if it must be maintained, the written test should concentrate on the specialised aspects of the students' training and knowledge. No other complaints are noted, except for the following (arts professor): "On reproche parfois aux interviewers de ne pas bien comprendre le français et de poser des questions conçues dans leurs mentalités anglo-saxonnes."

V. Summer Programmes*

(1) General Programme

(a) Goals

* See Chapter 6: Work Experience in the Federal Public Service, part B.

All the respondents of both language groups evaluate the summer student employment programmes in substantially the same manner. Artsmen and scientists consider that the main purpose of the programme is both to provide summer work for students and to facilitate post-graduation recruitment. Placement officers tend to emphasize the post-graduation recruitment aspect, i.e. the long-term goal.

A further dimension to government summer work programme was provided by the science respondents - the need on the part of the government to carry out certain seasonal tasks with semi-skilled labour (e.g. geological surveys).

English-language university science professors generally accord success to this recruitment aspect, while placement and arts staff are more reserved in their judgement (the high rate of non-response, i.e. no opinion on the matter, among arts professors is again to be noted).

The French-language professors do not all agree with this evaluation. 100% of the scientists and 60% of the artsmen consider that the summer programme has failed as a recruitment device. The reasons for this failure are varied - the nature of the work offered to students

(frequently dull and uninteresting), the lack of any personal communication between students and their supervisors, and the small number of French Canadians working in the Civil Service for French students to meet, and work with (in French).

In a question designed to measure student reaction to federal service summer jobs in terms of the factors of remuneration working conditions, location, and experience value, the English science respondents seemed both better informed about the programme (as to the student opinion), and better disposed to it than other English-language respondents.

The French scientists' views generally coincide with their English colleagues' assessment of student reaction to the general programme.

(b) Appraisal of work conditions

Science students in general find the pay, the work conditions and the location (whether Ottawa or the field) to be equally favourable to other summer jobs. However, approximately 70% of the respondents (both groups) believe that students gain greater experience in federal public

service positions. However, the French group tends to qualify this favourable estimation: government positions are equivalent or superior to others for a short term period only (one summer).

There is not such a strong response from the English placement and arts personnel, with a very large percentage feeling themselves unable to gauge or judge student reaction. The two areas in which arts professors responded in any significant numbers were in respect of the factors of pay and experience value, pay being rated as generally equivalent and experience as generally superior.

The French arts professors, however, respond in greater numbers. The majority of the arts and placement groups find the standards of pay, working conditions, location, and experience value to be met as satisfactorily in government as elsewhere. The French arts professors consider pay to be generally superior, although they too qualify their estimation by stipulating that this holds for short-term summer employment only. We find a similarly high rate of non-response between the placement officers on English and French-language campuses.

We attribute the greater degree of knowledge about the summer programme on the part of scientists to the fact

that these programmes appear to be so much more vital to the training of the science student than to that of the artsman. Not only does he earn a good salary, but in the main he carries out work either necessary for, or supplementary to his studies. In point of fact, the need is often as great on both sides, for certain scientific studies and surveys within the government require student labour. As well, science professors are often instrumental in setting up and supervising federal service programmes in conjunction with departmental representatives. This latter consideration is, however, true mainly of the English scientists (see section III). That there are different expectations regarding summer employment between English and French science students is demonstrated by the fact that while over 50% of English scientists report that students do consider summer jobs in the federal service as "special" (more desirable regarding training and experience), 75% of French science students apparently view these summer jobs no differently than other positions obtainable elsewhere. On the other hand, more French arts-men are reported to set a higher value on federal public service summer positions than do English arts-men.

(2) Special Summer Programme: an appraisal*

Insofar as this programme was directed only at French-Canadian students in the social sciences, we were able to canvas opinion only among arts professors and placement officials on the French campuses. In fact, the placement officers were generally (75%) unacquainted with the programme. Of the 63% of the group who deal with general placement problems, over one-half alleged that they had not been consulted in the establishment of the programme. This reported lack of consultation was generally resented. The other placement officers interviewed deal with specific faculties, i.e. science, engineering, commerce - areas not included in the programme. Most of the respondents would like to see this programme expanded to include more than just 'social science' students.

Among the arts professors as well, a substantial number were unacquainted with the programme (over 50%). However, the others judge that this programme has enjoyed a very favorable response from students and has stimulated considerable enthusiasm. However, the professors feel that

* See Chapter 6: Work Experience in Federal Public Service, part C

there are certain lacunae in the programme resulting in a failure to completely attain its objective which is to provoke interest among French-Canadian students in federal public service careers. These lacunae are seen to arise from within the work situation itself: language of work and cultural milieu. Certain common suggestions for improvement are summarised by one professor of political science thus: "... il faudrait organiser des séminaires, des cours, créer un climat de travail vraiment français, attribuer des responsabilités réelles et faire participer (les étudiants) aux processus de décisions du ministère". Most arts professors believe this special summer work programme should be extended as widely as possible throughout the various faculties and disciplines on campus.

VI. The role of Bilingualism and Biculturalism as a Career determinant

Realizing that the professor often plays a certain advisory role in the student's job choice, we hoped to elicit the subject's own appraisal of federal service careers, particularly in regard to the recent emphasis on bilingual skills in the service. In view of the apparently slight attraction of the federal public service for French-Canadian graduates, we were particularly concerned to investigate

this group's general attitudes on career prospects for French-Canadians in the federal service. We sought as well their estimation of the recent trends regarding bilingualism, whether these trends have effectively improved conditions for French Canadians within the service and whether students' attitudes about the federal service have been affected (i.e. whether interest in the federal service has increased).

On the other hand, we set out to discover whether the career inclinations of English-Canadian students had been in any way affected in regard to the federal service; whether they feel apprehension about the opportunities existing for unilingual English Canadians and whether they are therefore discouraged from applying for Civil Service jobs. Thus we examined certain different areas with each language group.

(1) English Universities

Both science and arts professors were equally divided within their respective groups on the subject of apprehension (i.e. whether or not unilingual English-speaking graduates feel apprehension about their chances for advancement in the federal service). However, 75% of the

placement and administrative personnel believe that such students do feel apprehensive. The apprehension, where remarked upon in all three groups, was seen as being of recent origin.

Further probing into this question of apprehension, revealed some interesting differences. While 50% of placement staff (the other 50%, interestingly, not responding) assess this fear of career impediment as being justified, a similar appraisal of career success is not shared to the same extent by arts and science professors. Arts professors have a high 'no opinion' rate - 35%; but 45% of the total group believe this apprehension justified. Science staff, on the other hand, do not judge career success to be dependent on bilingual skills. In fact, the non-academic staff tended to favour the general requirement of bilingualism as an employment prerequisite. Almost 85% of the scientists were against this requirement (12% not responding), and over half of the arts professors agreed, with only 25% favouring bilingualism as a job qualification.

As a group, then, English language professors bear witness to certain basic attitudes towards the federal public service and bilingualism. The recent emphasis has decidedly

aroused some fear among English students; fear that their advancement will be impeded if they do not speak French. Scientists exhibit a much greater degree of confidence in general and, in particular, are much less concerned with bilingualism. They claim that the English language has increasingly become the "international language" of science, and that this is as true in government laboratories as in the world of the university or private industry. A general fact to be noted is that apprehension and concern with the bilingualism issue, among English-language students is less at universities further removed from Ottawa.

(2) French Universities

As stated earlier, the type of impressions regarding federal service careers which we sought from French-language respondents was of a somewhat different nature than that asked of the English. It was, in effect, the other side of the coin; that is whether the recent official statements and growing public concern involving bilingualism in the Civil Service are proving to be a positive inducement for French Canadians to join the Service.

(a) Career prospects for French Canadians

The placement and administrative personnel believe that although interesting careers can be made within the

federal service, the disadvantages are many - the language of work and the city of Ottawa created a work milieu that is not satisfying for a French Canadian. Everything offered in such a career can be found in Quebec, either in private or public employment. The one great advantage of federal careers is the security they offer. Similarly, they express general pessimism about any radical change in the Service.

"En pratique, peu de choses ont changé. Le gouvernement a changé sa politique, mais les individus sont restés en place et ceux-ci sont, semble-t-il, en majorité antipathiques aux Canadiens français."

The placement officers state that the key positions are still inaccessible to French Canadians and that no real change will come about as long as ... "la mentalité anglaise de 'vainqueurs' ne changera pas".

This scepticism is shared by young French Canadians, according to the placement officers. They are still, on the whole, unwilling to go to Ottawa and believe that the "'glaçage' bilingue" that has been applied to the service has not altered its essentially Anglo-Saxon nature. Before he will be convinced, the French Canadian wants to see concrete changes.

(b) Science Professors(i) Career prospects for French Canadians

The French-Canadian scientist can have an "interesting" career in Ottawa, particularly in view of the excellent facilities available there and the attractive benefits (salary etc.). There are considerable disadvantages though, disadvantages inherent in the scientific community as a whole - the language work is English. Moreover, certain difficulties that arise from the need to change milieu are encountered in Ottawa.

"Dans le contexte actuel, je ne crois pas qu'un diplômé canadien-français puisse y demeurer: l'atmosphère est trop mauvaise. Il y a des avantages au point de vue pécuniaire et possibilités de recherche, mais le milieu anglo-saxon et la promotion anormale jouent contre le Canadien français."

(ii) Bilingualism and Changing Prospects

A definite change is perceived although it is regarded with a certain degree of suspicion, as possibly being a façade. The science professors feel that there are more openings for French Canadians although promotions are still as limited as in the past. This is due, perhaps, to the "natural" tendency of people to "think of their friends" when it comes to promotion, and French Canadians usually

remain apart. On the whole though, the scientists attest to a general feeling of change.

The emphasis on bilingualism and biculturalism has not affected the attitudes of young French-Canadian scientists vis-à-vis the federal service. On the one hand, the provincial government has become a more attractive career possibility - "... les jeunes diplômés sont plus nationalistes qu'avant et Québec beaucoup plus attrayant que dans le passé." On the other hand, the talk of bilingualism is not considered much more than a ploy, "une machination politique". Even though a French scientist must use English unless he remains in Québec (and this is becoming, increasingly, the choice) -

"Le bilinguisme est une réalité tout à fait secondaire qui ne changera pas l'attractif des hommes de science face à Ottawa. Les scientifiques canadiens-français préfèrent rester au Québec parce que les compétences sont rares et la vie plus facile."

A career in Ottawa is frequently less attractive than one elsewhere, even one in a setting that calls for English as the working language,

"qui choisit le fédéral doit s'intégrer au milieu national, au milieu anglais."

In the overall analysis though, the federal service is seen to possess several distinct advantages: better

research facilities for many disciplines, great security, alluring benefits (salary, etc.). The difficulties lie not in the work but the milieu - any point outside Quebec is less desirable. One professor suggested establishing a French sector or group at the National Research Council, others state that federal positions within the province of Quebec are attractive career possibilities (e.g. Val Cartier).

(c) Arts Professors

(i) Career prospects for French Canadians

There is little doubt among the arts professors that a French-Canadian graduate can have a very satisfactory career in Ottawa. The advantages are considerable; the standards of quality ("L'étudiant peut trouver dans la fonction publique fédérale des possibilités plus vastes qu'ailleurs (c'est le centre des décisions les plus importantes au pays)..."), the learning of one's discipline in the company of highly competent men. Some respondents consider that now, more than ever, because of the increased emphasis on the recruitment of bilinguals and French Canadians, a young Quebec graduate can do well in government. But all the arts professors also emphasize the disadvantages inherent in an Ottawa job; language, milieu, "la

mentalité anglo-saxonne," the personal difficulties such as the lack of French language schools, and the limited chances for a French Canadian, unless "... il arrive à penser comme la majorité anglophone", to rise quickly and to positions of power. These disadvantages are summarised by one respondent thus, "... c'est le phénomène de travailler dans un pays étranger."

(ii) Bilingualism and changing prospects

The arts group also feels some scepticism about any substantial improvement for French Canadians in the federal public service. Any improvement is decidedly linked to the growing concern about bilingualism:

"Depuis qu'il est question de bilinguisme, les portes du fédéral semblent s'ouvrir aux Canadiens français, mais on craint que ce soit artificiel. On est sous le régime de la peur; on ouvre par peur du pire. On n'est pas sincère dans beaucoup de cas; il y a un ménage à faire à la C.S.C. ..."

Ultimately, the senior positions are still held by English-speaking Canadians and the milieu and personnel are the same as always. Nonetheless, the arts professors do consider that a period of change and flux is in progress, one that may effectively alter conditions for the better. Their fear is that policies regarding bilingualism are

but lip-service to wider political problems and that, as such, they will not solve the dilemma of French-speaking Canadians in the federal public service.

The arts respondents are not very optimistic about the impact of new policies, regarding bilingualism and biculturalism, on the students themselves. The students are said to be suspicious about the sincerity of official programmes and the statements of individuals in the service regarding this issue. What is desired is something "concrete",

"... nos étudiants constatent qu'il y a un petit flot de compréhension chez les Canadiens anglais. Mais il faudra des résultats concrets parce que Québec et l'industrie absorbent de plus en plus nos jeunes diplômés."

As seen above, it is considered that any improvement in the federal service must arise from the extension of bilingualism into the work situation, a bilingualism that would require a greater knowledge of the French language, written and verbal, among English-Canadian officials, and wider possibilities for French Canadians to work in French. Ultimately, however, the old problem of alienation from "la patrie" still holds sway,

"L'étudiant perçoit encore le travail dans la fonction publique fédérale comme un travail dans un pays étranger: la question du bilinguisme n'a pas changé ça encore."

D. The Relationship between
University Staff and the Civil Service:
'Indirect Recruitment'

In this more sensitive area of inquiry we attempted to measure the degree and nature of the contact between university staff and government officials.

I. Contact at English Universities:

Whereas English placement officers do not appear to have as much occasion to maintain contact with graduates of their university who have entered the federal service or with other government officials (with respect to information about job openings), both English science and arts professors do. Both groups maintain informal contact with their graduates and over 50% of each group report that their graduates keep them informed of job openings.

However, we have discovered that these science personnel have much more frequent and fruitful contact with government officials other than their graduates (up to 90% of the respondents) than do arts professors (approximately 65% of the group). The route from university to government service is

generally more direct for the science students who, in many instances, can be directly interviewed in their laboratories by government agents. Similarly, there appear to be more constant exchanges, essentially of a professional nature, between university and government scientists.

Nonetheless, that a job "grapevine" of a certain order does exist, and that placement officers, on the whole, are excluded from it, and frequently bypassed in the placement of graduates in the federal service, does appear to be an established fact.

II. Contact at French universities:

One of the most interesting findings of this study, is the fact that staff at French language universities apparently do not participate in this system of indirect recruitment to the same extent as do those at English Canadian universities. This is true of all three groups interviewed (placement, arts and science) and applies equally in the case of their own graduates in the service and "other" contacts.

This is due to a number of factors. On the one hand, most professors (arts and science) state that of their former students in government employ, few have reached the level where they are in a position to know of job vacancies requiring university graduates.

"...ils ne détiennent pas des postes qui leur permettent d'être au courant des ouvertures pour nouveaux diplômés".

Of the arts professors only one of the entire group claims to receive such information from former students; of the scientists and placement not one does. One placement officer states, "...ils ne font jamais de propagande pour attirer d'autres étudiants."

A similar situation is reported in respect of other sources of such information.* Among arts professors and placement officers, the frequency of such contact is even less than that enjoyed by scientists. Thirty-eight percent (38%) of the arts professors are "kept informed" of openings for students, but only 15% state that they themselves communicate directly with people in agencies and departments to 'present the case' for particular students. Among scientists, the percentage of those having some form of direct contact is greater (approximately 50% do have occasion to be informed of job openings and to suggest candidates). However, in comparison to the closeness of the ties existing between the English scientific personnel and university staff, these ties are quite loose and the comment of one science professor is more than pertinent:

* We are speaking here of sources other than the Civil Service Commission.

"...on n'a pas de contacts de ce genre;
on ne fait pas partie du système de recruite-
ment d'Ottawa, on se sent en dehors de ce
système."

Furthermore, another respondent stated that he is informed by English-Canadian friends of positions requiring specialised training, only when a bilingual candidate is called for.

The differences between the two language groups on this issue can be demonstrated even more forcibly by comparing the situation (regarding contact) at the Universities of Toronto and Montreal, two of the senior institutions within the English and French groups respectively. An equal number of arts professors (6 respectively) and science (4 respectively) were interviewed at each university. An additional placement officer was visited at the Université de Montreal.

We find that while 67% of the Toronto artsmen, and 100% of their scientists have contact with former students who have joined the federal public service and that the overwhelming majority of these contacts lead to information about job openings in the service (for both groups). This is not the case at the Université de Montréal. Here, one-third of the arts professors communicate with their graduates and in not one instance does this lead to information about openings. Although 75% of the scientists have some relationship with graduates in government service, only 25% are informed of positions vacant. The arts professors at

Montréal state that their former students are still too junior (in the Civil Service) to be in possession of such knowledge.

The situation in regard to "other" forms of contact is the same. The majority of staff interviewed, both arts and science, at the University of Toronto, does have access to officials in government agencies and departments who are able to inform them of positions requiring University graduates; the majority at Montréal does not. A comparison of the situation existing at the Université de Laval and McGill University demonstrates the same finding that unofficial contact at French universities exists only to a minor degree. McGill, despite its location in the Province of Quebec follows the patterns of career choice attitudes and informal contact that exist at other English language institutions rather than sharing a common experience with the French universities in the province.

Thus a comparison, pinpointing two specific institutions, demonstrates the considerable difference in recruitment "styles" that exist between the universities of both official language groups. Doubtless, the incidence of such "indirect recruitment" at English language institutions is one of the factors influencing the more frequent entry of English

Canadians into the federal service. Moreover, the contact between graduates in the service and professors is a major element in the "tradition" certain English universities have regarding federal public service careers (e.g. Queen's). These traditions and contacts do not exist to any important extent at French-Canadian universities. Few (proportionally) French Canadians are in government and far fewer are in positions of command.

E. Summary

The points outlined below are included as a résumé of the general characteristics of the two groups under study. As was shown in the report, French and English-Canadian students share many common attitudes and reactions to choosing a career in general and the federal public service in particular. Conclusions of a more comprehensive nature, pertaining more directly to the objectives of the study follow.

I. Common characteristics:

(1) Students investigating career possibilities consult with their professors to a greater extent than they consult official placement personnel. This is particularly the case for students in specialised studies, whether arts or science.

(2) Science students as a group appear to be

- a) more aware of career opportunities (than are arts students);
- b) more aware of opportunities and conditions in the federal public service;
- c) more confident of securing attractive positions in the service;
- d) less concerned with the issues of bilingualism within the service.

This last consideration is true of both language groups, although the degree of concern varies. English-Canadian scientists claim that since the "international language of science" is English, their opportunities in government employ are as assured as elsewhere. French Canadians, on the other hand, also feel this to be the case and state that they must speak English in any scientific position outside of Quebec. It must be added that for this reason, there exists a general preference for positions within Quebec.

II. Characteristics of the English group:

- (1) A large proportion of professors, both arts and science, have contacts within government departments (as distinct from the Civil Service Commission) which serve them in placing students seeking federal public service careers.
- (2) Certain university campuses, either because of proximity to Parliament Hill (e.g. Carleton) or other factors (tradition - e.g. Queen's) appear to possess relatively close ties with the federal public service. Their students (either arts or science) seem to consider federal careers more frequently and almost more naturally than students on their campuses.
- (3) While certain common reactions to the question of bilingualism in the federal public service emerge (i.e. science students are much less concerned with this issue, as a group, than are arts students) no real consensus of opinion can be reported. In fact, we find that the farther removed a university is from Ottawa, the less likely is this factor considered as a problem and the less apprehension does it seem to create among potential job candidates.

III. Characteristics of the French group:

- (1) Very little informal (or even formal) communication exists between professors (arts and science) on French language campuses and government officials (in departments or the Civil Service Commission). There is no indirect channel of recruitment as exists at English Canadian universities.
- (2) There do not exist among French language institutions the same ties or traditions that seem to mark the relations of certain English language universities with the federal public service.
- (3) The French group, whether arts or science, is a much more homogeneous one than the English, sharing common perceptions of federal public service careers, attitudes to bilingualism and the federal government.

F. Conclusions

Any conclusions arising from this study must be viewed primarily as impressions, emerging from discussions of a generally informal nature. The areas covered were quite broad and we were dealing, on the whole, with people unacquainted with all the details and refinements of the government's recruiting techniques and policies, (with the possible exception of the placement officers.)

From staff at English-language universities we sought a general appraisal of student attitudes about federal service careers, probing as well the rôle played by the current emphasis on bilingualism and biculturalism in the Service. With staff at French-language institutions we discussed the same topics. However, in this instance our concerns were different for the problem of recruiting French-Canadian graduates into the federal public service is one of a different order. We hoped to gain some insight into the apparent indifference among French-Canadian students toward federal careers and to discover some means of encouraging a greater interest among them.

The conclusions are based on the broad lines of the answers received to the questions posed, and deal in general terms, therefore, with the problems under consideration.

I. Improvement of the image of the federal public service.

That the federal public service must change its image in order to attract graduates is as true for English-Canadian students as for French Canadians. The government should advertise itself in a more positive manner and present a more dynamic image. Young Canadians should be more actively encouraged to 'serve' their country, and the nationalism of both English and French Canadians be tapped in the building of the Canadian 'Great Society'.

Several 'technical' means can be used to achieve this. The promotional techniques of the Civil service commission can certainly undergo a 'sprucing up'. Posters advertising positions could be made more stimulating and eye-catching and could keep pace with those of competing employers. The work available in government departments should be better advertised; one of the complaints of students, according to staff interviewed, is that the nature of the work involved in federal public service positions is not clearly described in publicity.

It is essential that departments other than External Affairs be made to appear exciting to the arts student. This interest could be generated by frequent visits from departmental representatives, and, particularly, specialists,

to the university campuses (both English and French Canadian). Such specialists (e.g. economists, geographers, archivists) should address students in these disciplines, beginning during the second year of studies and continuing into the third and fourth, when the need to choose a career becomes more pressing to the student. In this way, the 'bureaucratic' image of government can be played down and the exciting possibilities for the skilled graduate underscored. In the same way, students with a general academic background can be approached. What is called for are more departmental representatives who are aware of specific career possibilities and fewer 'straight' recruiters, i.e. men who are generally aware of only broad career details (e.g. pay, hours, pensions, etc.)

II. Wider implementation of the merit principle

The principle of "advancement-through-merit" must have a greater emphasis placed upon it and must be applied in a more thorough manner. The advancement system of the federal public service must become more dynamic in order to compete with private enterprise. The student should be made to feel that talent will be regarded rapidly and effectively - irrespective of age or length of tenure. This could be accommodated by a more flexible salary scale and ranking system.

To English Canadians, the flaws in the current system are seen to stem from the general lethargy attributed to a bureaucracy. To the French, the merit system appears to operate in a manner designed to favour English-speaking Canadians. They feel that their handicap springs from their ethnicity and their language - i.e. the Anglo-Saxon establishment favours the more rapid advancement of English Canadians and accepts only the totally assimilated French Canadian. In order to benefit from that system, a French Canadian must surrender his language and culture.

The merit system must be known to ensure impartiality, to provide recognition to an employee for his qualities, despite his age, his ethnic origin, his language of work, and his social milieu and contacts outside of office hours.

III. Improvement of working conditions

(1) Pay: A general upgrading of pay standards is particularly essential for recruitment of the science graduate (whether English Canadian or French) because the market in these disciplines is highly competitive. Needless to say, pay standards must be maintained at a highly competitive level for all disciplines.

(2) Location: The city of Ottawa is a major factor in discouraging the application of French-Canadian students to the federal public service, and that of English Canadians as well. For the French, the problem is more tangible - the

lack of French schools, of recognition afforded the French language. They wish to feel that a greater respect is given to the 'fait français' in the national capital. English Canadians would also favour a general improvement in Ottawa's cultural atmosphere.

(3) Working conditions: French Canadians do not believe that they will find satisfying working conditions in the government as long as the French language is not recognized as a language of work. Their ideal is a total bilingualism, with Canadians of the one official language group possessing the ability to communicate fully (in spoken or written communications) with Canadians of the other. At present however, the French-Canadian student would like to feel that he will be able to speak French with his French-speaking colleagues and that a sincere effort is being made by English Canadians to learn more French.

IV. General improvement of recruitment techniques

(1) Recruitment process: This process should be speeded up; job offers should follow the initial application and testing of candidates much more quickly. Students often lose interest or accept other job offers in this interval (late fall to early spring).

(2) Written examination: The examination was generally criticized by French-Canadian respondents who feel that it is not suited to graduates of French language universities. They believe that these examinations are geared to persons whose academic training is more general, and that the French student, whose studies are specialized right from the beginning of his university career, is penalized. It was advanced that the tests should measure the candidate's degree of skill in his chosen discipline i.e. that the examination test the specific skill the student is "selling". The general conclusion among the French Canadian respondents was that this written examination be dropped as a recruiting device.

(3) Relations between recruiters and staff: It would appear that the relations between government officials and staff at French language universities need improvement. On the one hand, in terms of official recruitment, the ties between placement officers and Civil Service Commission officers could be made closer. As noted in our report, the French Canadian placement officers often feel that government recruiters do not take adequate advantage of the placement officer's knowledge of the campus and they feel that Civil Service personnel behave in an arbitrary manner.

On the other hand, more French Canadian students might be recruited if the ties between their professors and the federal public service were strengthened. The establishment of closer ties, of a more frequent flow of informal information could lead to a greater flow of student applications.

In effect, French Canadian universities should benefit from the informal recruitment system. In view of the government's stated goal of expanding the number of qualified French Canadians in its ranks, it might undertake to initiate such contact with French Canadian professors.

(4) Summer programmes: In both summer programmes, the general and the special, improvements can be effected. The work offered can be made more stimulating; students can be given a greater measure of responsibility and autonomy. For French Canadians participating in the General Programme, the use of French as a work language could be increased. This is even more true of the Special Programme for French Canadians, the goal of which is precisely to make it possible to work in French. Another improvement to the Special Programme - one suggested by the French arts professors - is the extension of that programme to faculties other than the social sciences so that all non-scientific faculties be included (i.e. all Sciences de l'homme).

(5) Bilingualism and Biculturalism: This area presents the greatest difficulties, for the goals and fears of the students of each cultural group are different. Whereas English Canadians would appear to have certain apprehensions about their opportunities in a bilingual public service, French Canadians have posited as the major requirement of their entry into that service, that it be bilingual. According to the majority of French Canadian staff interviewed, students

do not believe that the recent emphasis on bilingualism is real, but rather that it is a political manoeuvre.

The ultimate goal then is to create a federal public service that will meet the requirements of both language groups; one allowing the use of either official language as a work-language while encouraging communication between the groups.

APPENDIXUniversity Interviews

a) University: _____

b) Respondent's position: _____

c) Employer: (i) Federal Government
(ii) University

d) Number of years employed in present position: _____

e) Number of years (if any) in the federal Service: _____

SECTION A: StructuredA) Student Views on Careers in the Federal Service.
(structured questions)

1. In the course of your duties do you encounter many students who, from the outset, have decided that they wish to enter the federal service?
2. Do many of these have some particular position, or type of work, in mind at the time of your initial contact with them?
3. In the course of your duties do you encounter many students who, from the outset, are opposed to the notion of working in the federal service?
4. Do many of these have some particular position, or type of work, in mind at the time of your initial contact with them?
5. Do most students consider positions in the federal service to be
 - a) more easily obtained
 - b) equally difficult to obtain
 - c) more difficult to obtainthan equivalent positions in other forms of employment?
6. Do most students view the kind of work which would likely be required of them in the federal service to be
 - a) less demanding
 - b) equally demanding
 - c) more demandingthan that in other forms of employment?

7. Do most students feel that the opportunity for advancement through merit is
 - a) greater
 - b) equal
 - c) less

in the federal service than in other forms of employment?
8. Do most students feel that the attraction of the federal service is
 - a) greater
 - b) equivalent
 - c) less

than that of other forms of employment in respect of the following factors:

 - a) greater
 - b) equivalent
 - c) less

than that of other forms of employment in respect of the following factors:

 - a) remuneration
 - b) daily working conditions
 - c) location
 - d) job satisfaction
 - e) training
9. Do most students considering a position in the federal service, view it in terms of a life-time career?
10. In respect of the above questions relating to students' view on a federal service career, are there any noticeable differences in attitude toward this subject as between students in professional and non-professional faculties?

B) Subject's Views on Government Recruiting Methods

11. Do you feel that the federal government, as an employer, suffers from any initial handicap (in relation to other employers) which it must overcome in its recruiting campaign, in order to attract the best candidates available?
12. What kind of consultation, if any, is maintained between your office and the government in the formulation of recruiting programmes?
13. Is government publicity, in connection with its recruiting programme, adequate to inform all potential applicants
 - i) of the existence of particular competitions?
 - ii) of the nature of the positions involved?
14. In comparison with other employers, is government publicity as technically appealing to students, i.e. as likely to provoke further inquiry?
15. a) Do you follow individual students' progress through the government recruiting process?
If yes
b) Please comment on the various stages of the recruiting process i.e.
application
examination
interview
16. Please comment on the appropriateness of the timing of the government's recruiting process in its various stages
17. What reasons are given for their failure by students who have been screened out at various stages in the recruiting process?

SUMMER PROGRAMMES

18. What is your understanding of the purpose of the general summer employment programme conducted by the federal service for university students, i.e. do you see it as being essentially concerned with the provision of summer employment to students, or more as a recruiting instrument for inducing participants to enter the service following graduation?
19. (If the latter) Do you feel that it is reasonably successful in this respect? If not, why?
20. What is the attitude of students generally toward a summer job in the federal service - is it viewed in the same way as any other opportunity for summer employment?
21. In the opinion of most students do federal service summer jobs compare
 - 1) more favourably
 - 2) equally favourably
 - 3) less favourablywith other forms of summer employment in respect of
 - 1) remuneration
 - 2) working conditions
 - 3) location
 - 4) experience value

(This question is oriented toward interviews on French-speaking campuses; nonetheless, opinions with respect to this subject, on English-speaking campuses should be sounded insofar as they exist).

22. What kind of response (i.e. enthusiastic, indifferent) has the Civil Service special summer programme for French-Canadian university students, enjoyed?

23. What is your opinion of the programme? Is it adequately fulfilling its objective which is to heighten interest, among French-Canadian students, in a career with the federal service? If not, what are its deficiencies?
24. Should the programme be expanded to include more than just students in the social sciences?
25. In what ways does the expanding recruitment of French-Canadian students by the Quebec provincial service affect other employers recruiting on campus, and particularly the federal government?

SECTION B

26. Do you maintain some kind of contact with any graduates of the university who enter the federal public service?
27. What is the nature of this contact?
28. Do such persons keep you informed, or notify you from time to time, of openings in the service suitable for graduating university students?
29. Do you have occasion to communicate with other persons in government departments or agencies who keep you informed of open positions requiring students of a particular academic training or specialization?
30. When you encounter a student of particularly outstanding ability or with specialized training in a certain field do you suggest to them that they consider a career in the federal service?
31. Do you have occasion to inform anyone in a department or agency of the existence/availability of such students?

C) Subject's Views on a Career in the Federal Service
(unstructured)

In this section, the interviewer will want to probe for some indication of the subject's own appraisal of a career in the federal service in terms of its advantages and shortcomings some statement as to whether the present situation differs from that of recent years:

Bilingualism: The probing procedure should be developed in terms of varying levels of sensitivity.

A) General questions attacking the topic in broad terms, e.g.:

Do you think that many English-speaking graduates who enter the Federal Public Service are able to speak French?

B) This might be followed by a more probing question e.g.:

What do you think unilingual English-speaking graduates feel about opportunities in the Public Service?

C) At this point, the interviewer will elicit an expression of the subject's view on bilingualism in the Public Service.

SECTION A

A) Opinions des étudiants au sujet de carrières dans la fonction publique fédérale. (questions structurées)

1. Au cours de votre travail, rencontrez-vous plusieurs étudiants qui ont déjà décidé d'entrer dans la fonction publique fédérale?
2. Ont-ils une situation ou un travail en vue, au moment de leur premier contact avec vous?
3. Au cours de votre travail, rencontrez-vous plusieurs étudiants qui en principe, sont contre toute idée de travailler dans la fonction publique fédérale?
4. Ont-ils une situation ou un travail en vue, au moment de votre premier contact avec eux?
5. Les étudiants considèrent-ils l'accès à la fonction publique fédérale:
 - a) plus facile
 - b) aussi difficile
 - c) plus difficileque l'accès à d'autres situations.
6. Les étudiants considèrent-ils le travail dans la fonction publique fédérale:
 - a) moins exigeant
 - b) aussi exigeant
 - c) plus exigeantqu'un autre genre de travail?
7. Les étudiants pensent-ils que les occasions d'avancement selon la compétence, sont:
 - a) meilleures
 - b) égales
 - c) moins bonnesdans la fonction publique fédérale que dans d'autres genres d'emplois?

8. Les étudiants pensent-ils que l'attrait de la fonction publique fédérale est

- a) plus grand
- b) aussi grand
- c) moins grand

que celui des autres emplois, si l'on tient compte des facteurs suivants:

- a) rénumération
- b) conditions de travail
- c) lieu de travail
- d) satisfaction personnelle
- e) formation

9. Les étudiants songent à un emploi dans la fonction publique fédérale, l'envisagent-ils en terme de carrière?

10. A l'égard des questions ci-dessus qui concernent les opinions d'étudiants au sujet de carrières dans la fonction publique fédérale, y-a-t-il des différences notables entre l'attitudes des étudiants dans les facultés professionnelles et ceux des non-professionnelles?

B) Opinions des sujets sur les méthodes de recrutement du gouvernement. (questions plus générales)

11. Croyez-vous que par rapport à d'autres employeurs le gouvernement possède un désavantage initial qu'il lui faut surmonter dans sa campagne de recrutement pour attirer les meilleurs candidats possibles?
12. Quel genre de collaboration, s'il y en a, existe-t-il entre votre service et le gouvernement en matière de recrutement?
13. La publicité du gouvernement en matière de recrutement informe-t-elle suffisamment tous les candidats possibles
 - i) de l'existence de concours
 - ii) de la nature des positions offertes
14. Par rapport à la publicité d'autres employeurs, la publicité du gouvernement attire-t-elle l'attention des étudiants, c'est-à-dire les incite-t-elle à obtenir plus de renseignements?
15. a) Suivez-vous les étudiants pendant le processus de recrutement?
Si oui:
b) Pourriez-vous nous donner votre avis sur les différentes étapes du recrutement:
demande d'emploi
examen
interview
16. Trouvez-vous que les différentes étapes du recrutement ont lieu aux bons moments?
17. Quelles raisons donnent les étudiants qui ont échoué à l'une des étapes du recrutement pour expliquer leur échec?

Programmes d'emplois d'été

18. Que pensez-vous du but du programme général d'emploi d'été organisé par le gouvernement pour les universitaires; croyez-vous que ce programme serve essentiellement à fournir des emplois d'été, ou bien qu'il serve surtout à recruter de futurs fonctionnaires?
19. S'il sert à recruter de futurs fonctionnaires, croyez-vous qu'il remplit cette fonction avec assez de succès? Si non, pourquoi?
20. En général, que pensent les étudiants des emplois d'été dans la fonction publique fédérale? Les mettent-ils sur le même pied que les autres emplois d'été?
21. D'après les étudiants, les emplois d'été dans la fonction publique fédérale se comparent-ils
 - 1) plus favorablement
 - 2) aussi favorablement
 - 3) moins favorablement
 à d'autres emplois d'été en ce qui concerne
 - 1) la rénumération
 - 2) les conditions de travail
 - 3) le lieu de travail
 - 4) l'expérience

(Cette question doit être posée lors des entrevues dans les universités francophones; toutefois, s'il existe des opinions dans les universités anglophones, on doit en tenir compte).

22. Quelle réaction suscite le programme spécial d'été du service civil chez les étudiants universitaires canadiens-français (enthousiasme, indifférence)?

23. Que pensez-vous du programme? Atteint-il le but qu'on lui a fixé, c'est-à-dire d'augmenter l'intérêt des étudiants canadiens-français pour une carrière dans la fonction publique fédérale? Si non, quelles sont les lacunes?
24. Le programme devrait-il être élargi pour permettre à d'autres étudiants que ceux des Sciences sociales de s'y inscrire?
25. Croyez-vous que le recrutement d'étudiants canadiens-français par la fonction publique provinciale du Québec affecte le recrutement d'autres employeurs, comme le gouvernement fédéral? Si oui, dans quelle mesure?

SECTION B

26. Avez-vous des contacts avec des diplômés qui sont entrés au service de la fonction publique fédérale?
27. Quelle est la nature de ces contacts?
28. Ceux-ci vous mettent-ils au courant, de temps à autre, des ouvertures qui s'offrent dans la fonction publique pour les nouveaux diplômés?
29. Communiquez-vous avec d'autres personnes dans des ministères ou organismes du gouvernement qui vous informent de positions offertes à des étudiants spécialisés?
30. Quand vous rencontrez un étudiant de valeur, ou un étudiant qui s'est spécialisé, lui suggérez-vous de considérer une carrière dans la fonction publique fédérale?
31. Signalez-vous parfois à la Commission du service civil, un ministère ou à un organisme la présence de tels étudiants?

Opinions des sujets sur une carrière dans le service fédéral (non-structuré)

Dans cette section, l'interviewer cherchera à savoir comment le sujet perçoit la carrière dans la fonction publique fédérale, ses avantages et ses imperfections; il cherchera aussi à savoir si la situation est la même, aujourd'hui que dans le passé et si l'importance donnée depuis quelque temps au bilinguisme dans la fonction publique a changé l'attrait de cette dernière pour les diplômés d'universités.

